

# CoVAA CRITICAL LENS

MESSAGE / ISSUE	PURPOSE	AUDIENCE	VIEWPOINT	ASSUMPTION	INFERENCE/ INTERPRETATION	IMPACT/ CONSEQUENCE	EVIDENCE
<ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• What is the main idea being conveyed?</li> <li>• Are there any related secondary issues being addressed?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the objective/ intent/ motive of the video/ author?</li> <li>• Is the author trying to make viewers think or behave in certain ways?</li> <li>• What reaction did the video/ author hope to draw from the target audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Who are the viewers targeted by the video/ author?</li> <li>• Which group of people is the video addressing?</li> <li>• Is there more than one target audience (i.e., main and secondary)?</li> </ul>	<ul style="list-style-type: none"> <li>• From whose perspective is the video created?</li> <li>• Whose point of view is presented?</li> <li>• Which interest groups are represented?</li> <li>• Are there alternative viewpoints that were ignored or not considered?</li> </ul>	<ul style="list-style-type: none"> <li>• What assumptions do the video/ author make about the viewers or issue?</li> <li>• What are my personal assumptions about the viewers or issue?</li> <li>• Are these assumptions reasonable or justifiable?</li> </ul>	<ul style="list-style-type: none"> <li>• What conclusions did I draw from the video and why?</li> <li>• How did I reach my conclusions about the video?</li> <li>• What can I infer about the tone and attitude of the author?</li> <li>• What can I infer about the video and culture of the author/ viewers?</li> </ul>	<ul style="list-style-type: none"> <li>• Who is/ are affected by this video/ issue?</li> <li>• What are the consequences resulting from the video/ issue?</li> <li>• Will the impact be positive or negative?</li> </ul>	<ul style="list-style-type: none"> <li>• What data/ information is shown in the video?</li> <li>• Is this data/ information reliable?</li> <li>• What evidence does the author use to support the main points?</li> <li>• Is the evidence strong?</li> </ul>

Adapted from:

6 Types of Socratic Questions. In Thoughts on Problem Solving. Retrieved from <http://www.umich.edu/~elements/probsolv/strategy/cthinking.htm> Paul, R., & Elder, L. (2008). Critical thinking. The Foundation for Critical Thinking. Paul, R., & Elder, L. (2006). The International Critical Thinking Reading and Writing Test: How to Assess Close Reading and Substantive Writing. Foundation for Critical Thinking. Stambler, L. (2013). Critical Literacy: Literacies for the Digital Age to teach in the K-12 classroom [PDF document]. Retrieved from <http://www.yale.edu/macmillan/pier/classroom-resources/7.%20CRITICAL%20LITERACY.pdf> Teo, P. (2014). Making the familiar strange and the strange familiar: a project for teaching critical reading and writing. Language and Education, 28(6), 539-551. The Literacy and Numeracy Secretariat. (2007). Capacity Building Series: Critical Literacy. Ontario. 9. 1- 4. Anglican High School Critical Thinking Model.

Source:

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